"JOB SATISFACTION AND LIFE SATISFACTION OF HIGH SCHOOL TEACHERS AS A FUNCTION OF BIOGRAPHICAL CHARACTERISTICS."

FINAL SYNOPSIS

Submitted to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, for the award of Ph.D. in **Psychology** Under the faculty of Social Sciences

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Introduction: -

The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, although it is clearly linked. Job design aims to enhance job satisfaction and performance; methods include job rotation, job enlargement and job enrichment. Other influences on satisfaction include the management style and culture, employee involvement, empowerment and autonomous work groups. Job satisfaction is a very important attribute which is frequently measured by organizations. The most common way of measurement is the use of rating scales where employees report their reactions to their jobs. Questions relate to rate of pay, work responsibilities, variety of tasks, promotional opportunities the work itself and co-workers. Some questioners ask yes or no questions while others ask to rate satisfaction on 1-5 scale (where 1 represents "not at all satisfied" and 5 represents "extremely satisfied"). **Job satisfaction** describes how content an individual is with his or her job.

Job Satisfaction is A general attitude towards one's job; the difference between the amount of rewards worker receive and the amount they believe they should receive. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job an affective reaction to one's job and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Life Satisfaction is a measure of well-being, used in happiness economics. It represents how satisfied people feel with their life generally, as contrasted with positive affect (sometimes called just 'happiness'), which represents how they feel at a single point in time. That is, life satisfaction involves people thinking about their life as a whole, including factors such as whether they are achieving their goals, are doing as well as other people around them, and are happy generally rather than just right now. Life satisfaction is thus a longer-term measure than affect.

Statement of the problem:-

"To study the Job Satisfaction and Life Satisfaction of high school teachers as a Function of Biographical Characteristics."

Significance of the study:-

In the corporate realm, job satisfaction reflects employee vitality. Overall, satisfied workers tend to be more productive than their dissatisfied counterparts because they are less prone to shirking and inefficiency. Therefore, businesses and corporations must strive to bolster employee satisfaction. This process benefits both employer and employee by maximizing a firm's *total utility*. In other words, a symbiosis exists between satisfied employees and satisfied employers. However, an exogenous factor seems to account for individual discrepancies in job satisfaction across all segments of the labor force.

Preliminary research suggests that biographical characteristics i.e. Age, gender, SES and personality type may account for job-satisfaction and life satisfaction discrepancies. Nonetheless, how exactly do biographical characteristics affect job satisfaction & life satisfaction? Specifically - Do people possess higher SES exhibit higher job-satisfaction and life satisfaction than their counterparts? Do age factor play roll in determination of peoples job-satisfaction? Do gender differences of employee affect job-satisfaction? If so, this relationship may alter firms' long-term hiring strategies by rendering quantitative data in terms on biographical characteristics (i.e. age, gender, and SES).

Review of literature:-

Nobile, D., John J., McCormick, (2008) examine the relationships between the biographical characteristics gender, age, years of experience and employment position, and job satisfaction of staff members in Catholic primary schools. Design/methodology/approach: Survey data were collected from 356 staff members from Catholic primary schools. Research hypotheses were tested using multivariate analysis and comparison of means. Findings: Age, gender and position were related to a number of facets of job satisfaction as well as overall job satisfaction. No significant relationships were identified for years of experience. Practical implications: The findings hold implications for Catholic diocesan school systems and school administrators in relation to teacher retention and for further research regarding teacher's

aides. Originality/value: This study includes non-teaching staff and investigates the role of employment position as a biographical variable.

Chiu, Randy K (1998) study investigated the direct effects among work/family conflicts, job, marital and life satisfactions reported by a Hong Kong sample. Seventeen hundred questionnaires were sent to three different professions in Hong Kong and 497 successful responses were obtained. The findings indicated that work and family conflicts as well as interrole conflict affected job satisfaction and marital satisfaction. Likewise, life satisfaction reported by the respondents was affected by their level of job satisfaction and marital satisfaction as well. Path analysis was used to examine the pattern of causation among the set of variables, work conflict, family conflict, interrole conflict, job satisfaction, marital satisfaction, and life satisfaction, by decomposing the direct and indirect effects of the study variables that were hypothesized as causes. There were several assumptions to be made for path analysis, (1) variables should possess linear relationships and demonstrate recursive causal flows only, (2) measurement of variables must be on interval scale and without error, and (3) residual of each variable is not correlated with those that precede it in the model. Six of the hypothesized direct paths were significant. Work conflict (pc =

Weaver (1978) lends credence to the correlation between marital status and job satisfaction. Interestingly, when the author did not control for sex, he observed a clear discrepancy in job-satisfaction ratings between single workers and their married counterparts. Thus, we may assume a more robust association for married males, since single men frequently report lower life satisfaction than their feminine counterparts. These issues require considerable investigation, in order to illuminate their implicit causality.

Kalleberg & Karen Loscocco (1983) demonstrate that age is positively related to job satisfaction by employing data from the 1972-1973 Quality of Employment Survey. The authors' model appears relatively robust insofar as its correlation coefficient (r = 0.70) indicates high covariance between age and job satisfaction. In order to obtain a more precise measure of this association, Kalleberg & Loscocco (1983) included three additional variables in their model: education level, race (non-white vs. white), and sex. However, this extraneous-variable model fails to prove direct causality, since "explanations of age differences in job satisfaction require a consideration of *both* structural job-conditions and social-psychological factors" (Kalleberg & Loscocco, 1983, p. 79). In this vein, the authors may only establish a *strong correlation* between age and job satisfaction due to the austere constraints of the social data underpinning their model.

Hart P. M. (1999) examined a theoretical model that linked neuroticism, extraversion, daily hassles and uplifts in both work and nonwork domains, job satisfaction, and nonwork satisfaction to overall life satisfaction. Structural equation analyses were conducted on 3 waves of data obtained from 479 police officers. It was found that job satisfaction and nonwork satisfaction made independent contributions to overall life satisfaction, but there was no significant relationship between work experiences and nonwork satisfaction, nor between nonwork experiences and job satisfaction. These findings support a segregation model rather than a spillover model of the links between the work and nonwork domains of employees' lives. Moreover, the total effects showed that life satisfaction was determined, in order of importance, by nonwork satisfaction, neuroticism, nonwork hassles, job satisfaction, nonwork uplifts, extraversion, work hassles, and work uplifts.

METHODOLOGY

This chapter deal with the sampling details, the design, tests employed for the gathering data, procedure for conducting the study and the statistical methods used for analysis.

Objectives: -

The objectives of the study were as follows:

- To study the age difference in teachers' job satisfaction.
- To find out the gender differences among teachers on their level of job satisfaction.
- To analyze the difference in job satisfaction criteria among teachers in relation to their socio-economic-status.
- To study the effect of following interaction among various variables on teachers' job satisfaction-

    - ✓ Age * Gender
    - ✓ Age * Socio-Economic-Status
    - ✓ Gender * Socio-Economic-Status
    - ✓ Age * Gender * Socio-Economic-Status

- To study the age difference in teachers' life satisfaction.
- To find out the gender differences among teachers on their level of life satisfaction.
- To analyze the difference in life satisfaction criteria among teachers in relation to their socio-economic-status.
- To study the effect of following interaction among various variables on teachers' life satisfaction-

    - ✓ Age * Gender
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- To Find the Correlation Between teachers' job satisfaction and life satisfaction in relation to their age, gender and socio-economic-status.

Hypotheses: -

Following hypothesis were laid down in the present study:

a) There will be significant difference between young and old teacher in their level of job satisfaction.
b) There will be significant effect of gender on job satisfaction among teachers.
c) Teacher will be significantly different in their level of job satisfaction according to their socio-economic-status.
d) There will be significant effect of following interaction on teachers' job satisfaction-

    - ✓ Age * Gender
    - ✓ Age * Socio-Economic-Status
    - ✓ Gender * Socio-Economic-Status
    - ✓ Age * Gender * Socio-Economic-Status

e) Age effect will be significant on teachers' level of life satisfaction.
f) Male and Female teacher will be significantly different in their level of life satisfaction.

g) Teacher will be significantly different in their level of life satisfaction according to their socio-economic-status.

h) There will be no significant effect of following interaction on teachers' life satisfaction-

- ✓ Age * Gender
- ✓ Age * Socio-Economic-Status
- ✓ Gender * Socio-Economic-Status
- ✓ Age * Gender * Socio-Economic-Status

i) There will be significant positive correlation between teachers' job satisfaction and life satisfaction in relation to their age, gender and socio-economic-status.

Sample Distribution

	Young Teachers (Below 40 yr.)		**Aged Teachers (Above 40 yr.)**		**Total**
	High SES	**Low SES**	**High SES**	**Low SES**	
Male Teachers	50	50	50	50	200
Female Teachers	50	50	50	50	200
Total	100	100	100	100	**N = 400**

Variables:

Various variables were treated as follows:

Independent Variables:

- **Age (A):**
  - Young (A1)
  - Old (A2)
- **Gender (B):**
  - Male (B1)
  - Female (B2)
- **Socio Economic Status (C):**
  - High SES (C1)
  - Low SES (C2)

Dependent Variables:

The dependent variables in the study are:

- **Job satisfaction**
- **life satisfaction**

Operational Definitions of Variables: -

- **Age: -**Those teachers having age of below 40 years were considered as young teachers and those having age of above 40 were considered as aged teachers.
- **Gender: -**Gender refers specifically to the biological characteristics, which indicate membership in one of two categories: Male or Female.
- **Socio-economic status (SES): -**Level of SES will be determined with the help of Socio-Economic Status Scale constructed by BinaShaha.
- **Job Satisfaction: -**Job satisfaction will be determined with the help of JS scale, constructed by Dr. Amar Singh & Dr. T.R. Sharma (1999)
- **Life Satisfaction: -**Level of Life Satisfaction will be determined with the help of LS scale, constructed by Dr. Q. G. Alam and Dr. RamjiSrivastava.

Research Design:

As per objective the present research employed two research deigns as follows-

- To study the effect of age, gender and socio-economic–status 2X2X2 factorial design was used as depicted below;

2 X 2 X 2 Factorial Design

		Young Age A_1	Old Age A_2
High SES C_1	Male B_1	$A_1B_1C_1$ N=50	$A_2B_1C_1$ N=50
	Female B_2	$A_1B_2C_1$ N=50	$A_2B_2C_1$ N=50
Low SES C_2	Male B_1	$A_1B_1C_2$ N=50	$A_2B_1C_2$ N=50
	Female B_2	$A_1B_2C_2$ N=50	$A_2B_2C_2$ N=50

- Corelational Design was used to find out the correlation between teachers' job satisfaction and life satisfaction in respect to their age, gender and socio-economic-status.

Research Tests:

List of Tests

Aspect studies	*Test and scale*	*Developed by*
Job Satisfaction	***Job Satisfaction Scale***	***Dr. Amar Singh & Dr. T.R. Sharma (1999)***
Life Satisfaction	***Life Satisfaction Scale***	***Q.G. Alam and RamjiSrivastava***
Socio-Economic Status	***Socio-Economic Status Scale***	***BinaShaha***

Procedure

Pilot Study

The Pilot study was conducted on 40 high school teachers as per sample distribution criteria from various schools which were intended to decide the appropriateness of sample, tests used, coding method and the statistical procedures that will be used for final study.

Main Study

First of all the list of various schools situated in Marathwadawas prepared. For the selection of the sample various schools were visited one by one. The written permission was sought out from the respective Principals after discussing the purpose of the present study. In order to finalize initial sample teachers of 8th, 9th and 10th grade were requested to fill the personal information schedule. On the basis of their information on personal schedule these teachers were randomly assigned into eighth experimental groups as per sample distribution criteria. To obtain the data, selected sample was administrated on the Job Satisfaction Scale constructed by Dr. Amar Singh & Dr. T.R. Sharma (1999) and Life Satisfaction Scale constructed by Dr. Q. G. Alam and Dr. Ramji Srivastava. One test at a time was administrated in order to reduce fatigue and boredom effect. To fill the tests subjects were

given general instructions about each test. Data were obtained by using particular scoring pattern standardized for each test.

Statistical Analysis:

The data was analyzed by suitable descriptive and inferential statistical techniques as follows-

Descriptive statistical

The mean (with graphical representation) and standard deviation for Age (Young& Old Age) ,gender (Male & Female) and for socio-Economic-Status (High & Low) on teachers' job satisfaction and life satisfaction were analyzed.

Inferential statistical

- To study the effect of age, gender and socio-economic–status three way ANOVA (Analysis of Variance) were used.

In order to study the corelation between Teacher job Satisfaction and life satisfaction in relation to their age ,gender and socio-economic-status, Corelation analysis was used in the present investigation.

Conclusions:

After analysis of the result, the following conclusions were drawn;

- Teacher with old age (above 40 years) were found to be significantly highly satisfied on their job satisfaction level as compared to teacher with young age (below 40 years).
- Male and female teachers are not significantly different on their level of job satisfaction.
- Teachers belong to High socio-economic-status age significantly highly satisfied with their job as compared to those teachers who belongs to low socio-economic-status.
- Male and female teachers are significantly different on their level of job satisfaction in relation to their age.

- In group of male and female teachers who belong to high and low socio-economic-status were found to be significantly differ on their job satisfaction.
- Male and female teachers in group of high and low socio-economic-status were found to be significantly different on their job satisfaction.
- Male and female theoretical value significantly differs according to their age and socio-economic-status.
- Young and old teachers are significantly different on their life satisfaction level.
- Male and female teachers are not significantly different on their level of life satisfaction.
- Teachers belong to High socio-economic-status age significantly highly satisfied with their life as compared to those teachers who belongs to low socio-economic-status.
- Young and old teacher were found to be significantly different on their job satisfaction level in both groups i.e. male and female teachers.
- Teacher with below and above age of 40 years differ on their job satisfaction level in both groups i.e. high and low socio-economic-status.
- Male and female teachers were significantly different on their level of job satisfaction according to their socio-economic class.
- Additionally as interaction among gender, age and ailment was found to be significant it can be concluded that Job satisfaction level between male and female teacher significantly differ in regard of their age and socio, economic-status.
- Corelation between job satisfaction and life satisfaction of high school teachers was found to be significant and positively related in respect of their age, gender and socio-economic criteria.

Limitations and Suggestions:

Following limitation and related suggestions of the present investigation are;

- In the present investigation, only teacher were taken as a sample. Further investigation can be done on employees of other organization.
- The present research considered only teacher age, gender and socio-economic-status as determinant factors for teachers' job and life satisfaction thus other variable can also be taken in further research.
- This research covers only the high school teachers. Research in future can include teachers of mediate, intermediate etc. to support the findings, making

the research more supportive. Further the future study with same objectives should be repeated at regular time intervals with additional groupings of teachers and educators.

- Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.
- Local of the study was restricted to Marathawad only. It can be spread into other areas also.

Implications:

- The key implication of the study is to know the impact of age, gender and socio-economic status on the job and life satisfaction of high school teachers. Hence the results of this research can be implemented in order to advance our knowledge regarding teachers'' job and life satisfaction which have social importance or practical usefulness in academics institution.
- The present investigation also will be helpful to all graduate, post graduate and researcher of 'Psychology' and 'Education' as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in 'psychology' and 'Education'.
- As the present study is undertaken to address job satisfaction and life satisfaction of high school teachers which will be helpful to drawn up further program and policy in the field of education on the related fields and also act as a secondary data for further research.

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